

The American Teacher

Democracy in Education; Education for Democracy.

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50 CENTS A YEAR

THE NEW YEAR.

We wish you a Happy New Year—a healthy one,
a cheerful one, a busy one.

We hope that it will be for you a year of Growth—
Growth in Power, Growth in Understanding,
Growth in Appreciation.

We hope that it will bring you out of old Ruts
into new Light.

We hope that it will find for you a way for attain-
ing your Rights without compromising your
Ideals.

We hope that it will add to your Patience with
the Children—with their Ignorance, their Awk-
wardness, their Indifference.

But also, that it will take away from your Patience
with the Callousness, the Inefficiency, the Stu-
pidity of Men and Women in High Places—
including yourself.

AN UNDEMOCRATIC PROPOSAL

JOHN DEWEY

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NO QUESTION at present under discussion in education is so fraught with consequences for the future of democracy as the question of industrial education. Its right development will do more to make public education truly democratic than any other one agency now under consideration. Its wrong treatment will as surely accentuate all undemocratic tendencies in our present situation, by fostering and strengthening class divisions in school and out. It is better to suffer a while longer from the ills of our present lack of system till the truly democratic lines of advance become apparent, rather than separate industrial education sharply from general education, and thereby use it to mark off to the interests of employers a separate class of laborers.

These general considerations have a particular application to the scheme of industrial education which has been proposed for adoption by the next legislature of the State of Illinois—one of the leading industrial states of the Union, and containing its second largest city. This scheme proposes a separate State Commission of Vocational Education, wherever the community may wish to develop any form of industrial education. In other words, the entire school system of the state as a whole and of such communities of the state as may desire to do something definite in the direction of industrial education is split into two for the education of all above fourteen years of age. Since whatever a state like Illinois may do in such a matter is sure to have influence in other states in this formative period, educators all over the country should be aroused to help ward off what, without exaggeration, may be termed the greatest evil now threatening the interests of democracy in education.

The statement of the scheme ought to be enough to condemn it. The least reflection shows fundamentally bad features associated with it. First, it divides and duplicates the administrative educa-

tional machinery. How many communities have such an excess of public interest in education that they can afford to cut it into two parts? How many have such a surplussage of money and other resources that they can afford to maintain a double system of schools, with the waste of funds and the friction therein involved? Second, the scheme tends to paralyze one of the most vital movements now operating for the improvement of existing general education. The old time general, academic education is beginning to be vitalized by the introduction of manual, industrial and social activities; it is beginning to recognize its responsibility to train all the youth for useful citizenship, including a calling in which each may render useful service to society and make an honest and decent living. Everywhere the existing school system is beginning to be alive to the need of supplementary agencies to help it fulfill this purpose, and is taking tentative but positive and continuous steps toward it. The City of Chicago in this same State of Illinois probably ranks behind no other city of the country in the extent and wisdom of the steps already taken, steps which will of necessity be followed by others just as fast as those already taken demonstrate their efficiency.

These two movements within the established American public school system, the proposed scheme, if adopted, will surely arrest. General education will be left with all its academic vices and its remoteness from the urgent realities of contemporary life untouched, and with the chief forces working for reform removed. Increasing recognition of its public and social responsibilities will be blasted. It is inconceivable that those who have loved and served our American common school system will, whatever the defects of this system, stand idly by and see such a blow aimed at it. Were anything needed to increase the force of the blow, it is the fact that the bill provides

that all funds for industrial education raised by the local community be duplicated by the state, altho the funds contributed by the state for general school purposes are hardly more than five per cent. of the amount raised by local taxation.

Thirdly, the segregation will work disastrously for the true interests of the pupils who attend the so-called vocation schools. Ex-Superintendent Cooley of Chicago, who is understood to be responsible for the proposed bill in its present form, has written a valuable report on "Vocational Education in Europe." He quite rightly holds in high esteem the work and opinions of Superintendent Kerschensteiner of Munich. It is noteworthy that this leading European authority insists upon all technical and trade work being taught in its general scientific and social bearings. Altho working in a country definitely based on class distinctions (and where naturally the schools are based on class lines), the one thing Superintendent Kerschensteiner has stood for has been that industrial training shall be primarily not for the sake of industries, but for the sake of citizenship, and that it be conducted therefore on a purely educational basis and not in behalf of interested manufacturers. Mr. Cooley's own report summarizes Mr. Kerschensteiner's views as follows: "If the boy is to become an efficient workman he must comprehend his *work in all of its relations to science, to art, and to society in general* The young workman who understands his trade in its *scientific relations, its historical, economic and social bearings*, will take a higher view of his trade, of his powers and duties as a citizen, and as a member of society."

Whatever may be the views of manufacturers anxious to secure the aid of the state in providing them with a somewhat better grade of laborers for them to exploit, the quotations state the point of view which is self-evident to those who approach the matter of industrial education from the side of education, and of a progressive society. It is truly extraordinary that just at a time when

even partisan politics are taking a definitely progressive turn, such a reactionary measure as the institution of trade and commercial schools under separate auspices should be proposed. It is not necessary to argue concerning the personal motives of the bankers and manufacturers who have been drawn into the support of the measure. Doubtless many of them have the most public spirited of intentions. But no one experienced in education can doubt what would be the actual effect of a system of schools conducted wholly separate from the regular public schools, with a totally different curriculum, and with teachers and pupils responsible to a totally independent and separate school administration. Whatever were the original motives and intentions, such schools would not and could not give their pupils a knowledge of industry or any particular occupation in relation to "science, art and society in general." To attempt this would involve duplicating existing schools, in addition to providing proper industrial training. And it is self-evident that the economical and effective way to accomplish this move is to expand and supplement the present school system. Not being able to effect this complete duplication, these new schools would simply aim at increased efficiency in certain narrow lines. Those who believe in the continued separate existence of what they are pleased to call the "lower classes" or the "laboring classes" would naturally rejoice to have schools in which these "classes" would be segregated. And some employers of labor would doubtless rejoice to have schools supported by public taxation supply them with additional food for their mills. All others should be united against every proposition, in whatever form advanced, to separate training of employees from training for citizenship, training of intelligence and character from training for narrow industrial efficiency. That the evil forces at work are not local is seen in the attempt to get the recent national convention on industrial education in Philadelphia to commit itself in favor of the Illinois scheme.

The only serious danger is that a number of sympathetic and otherwise intelligent persons should be misled, and on the basis of a justified enthusiastic support of the principle of industrial education (with whatever supplementary agencies that may be found necessary) jump to the support of this scheme, not realizing what is really involved in it. Such persons should first inform themselves as to what is actually being done already in this direction in the more progressive public schools, and should then devote their spare energies to backing up and furthering these undertakings, and

to creating a public opinion that will affect the more backward and conservative public school systems. The problem is a difficult one, but many intelligent, though unadvertised, attempts are already making for its solution; and its difficulty is no reason for permanently handicapping the interests of both common school education and a democratic society by abruptly going back upon what, with all its defects, has been the chief agency in keeping alive a spirit of democracy among us—the American public school system.

WHAT A TEACHER'S ORGANIZATION SHOULD ACCOMPLISH

From Address delivered by Prof. HENRY SUZZALLO

At the Buffalo meeting of the New York State Teachers' Association, November 25th, 1912

Make professional efficiency in the public service the sole standard for employment, assignment, promotion, demotion, dismissal and release of teachers.

Establish the practise of the principle that all expert professional officers should be selected by appointment and not by popular election.

Remove the selection of boards of education from the domain of partisan politics.

Eliminate the pressure of text-book and supply houses from educational affairs.

Make it unprofessional for any teacher to use the influence of partisan or personal politics, text-books or supply houses, or any other means not calculated to render an unbiased and expert judgment. In fact, to make it unprofessional to use any argument for appointment save that of educational efficiency vouched for by some one in a position

to render an expert judgment on the same.

Make it unprofessional to apply or seek for a position, or to cause influence to be exerted for the same when said position has not been declared vacant by teacher, superintendent or board.

Improve the economic status of the teachers by favoring:

An annual salary system with twelve payments.

A minimum salary system.

A gradual increase in teachers' salaries over and above the increased cost of living.

Establish a state-wide pension system with final comity between states, which recognizes services in other states, with a system of apportioning costs among states on the basis of proportionate service. And, necessarily, therefore, to provide uniform pension legislation among the states.

THE TEACHER'S FAITH

THE TEACHER who does not believe, notwithstanding all the hindrances, notwithstanding all the sin and all the strife, in the possibility of elevating the human race mentally, morally and physically, the teacher

who cannot see in his work, however humble, something that brings a shade nearer that "one far off divine event to which the whole creation moves," has no part or lot in the ethics of the teaching profession.—William H. Maxwell, in Convocation Address, University of Chicago, 1902.

AN EXPERIMENT IN ORGANIZATION AND ADMINISTRATION*

GEORGE M. FORBES,

President Board of Education, Rochester, N. Y.

[Dr. Forbes, who is Professor of Philosophy and Education at the University of Rochester, has attempted merely to give a simple account of the experience his city had with a small school for teaching trades to a limited number of boys and girls. Those who are not especially interested in the subject of industrial education will be interested to find illustrated here the interdependence of the various educational factors. No problem stands by itself. We have here the question of discipline solved not as a problem in discipline, but as an incident in the organization of work for a remote purpose. The question of retardation shows its head, that of correlation calls for a hearing, and the old bug-bear of suitable incentives or motivation finds a happy solution—a solution quite different from that which most teachers would have guessed. While most trials end in failure, there is no success without trial; and we are persuaded that our readers will find this experiment very instructive.]

I SHALL DEAL with my subject in the concrete, *i. e.*, by following an actual experience covering four years in the city of Rochester, N. Y., in the introduction of industrial education. My own connection with this work was as executive officer of the Board of Education and sympathetic student of its problems. Mr. Alfred P. Fletcher, now Assistant Superintendent of Schools in Rochester, is responsible for the constructive plans, suggestion and direction of experiments, administrative supervision and results so far achieved. Such an experience is instructive in so far as the community is typical, and in so far as the experiments undertaken are tried out to an extent sufficient to justify some general conclusions. The experience in Rochester extends over a period of four years and some positive and some more tentative conclusions are beginning to take shape in a way to be of possible value to others.

*Read before the National Society for the Promotion of Industrial Education, Philadelphia, December 6th, 1912.

The first positive conclusion is that it is well to begin on a small scale. The facts are as follows: The instruction was at first limited to boys and to the age of 14 to 16. It was also limited to a single industry, cabinet making. The building was an ordinary eight-room school building which the shifting of population had made available and which would accommodate a maximum of 100 boys. The necessary alterations were made by the boys themselves under the direction of a competent teacher. The entire cost of the equipment, including purchase and installation of machinery was less than five hundred dollars, and the school started with an enrollment of about fifty pupils.

The advantages of such a beginning were very great. One was that the school started with no shock, no disturbance, no resistance of the taxing authorities, no protests from conservative taxpayers. There was no campaign in which the advantages and probable results of industrial education, as a cure for educational and industrial ills, were exaggerated or over-emphasized in such a manner as to lead to inevitable disappointment and reaction. The possible opposition of union labor had been foreseen and the matter threshed out to a favorable conclusion with the Central Trades and Labor Council before a step had been taken. Thus the community had an industrial school without an issue being raised and sides taken. Thus had come quietly into existence an agency for enlightening and convincing the community of the value of industrial education by concrete demonstration rather than by preliminary argument upon abstract principles and hoped-for results.

A second value of the small beginning, and one which it is difficult to over-estimate, is *flexibility* in administration. Flexibility is essential to experiment and experiment is essential to the solution of any problem. The school was, it is true, a pioneer, being the first in the country of its exact type. Hence, experiment was the very breath of its life; but so it is to any beginning in any community, for the individuality of community life and needs makes local adjustment an absolute condition of the success of industrial education. The school was then, as an administrative proposition, thoroly, completely *manageable*, and the administration could at once attack the problem which it was clear must take precedence of all others, viz.: that of the synthesis, the amalgamation of school and shop. The antithesis between these in existing practise was clear and sharp. The shop was real and vital, directly serving the community by creating and distributing values; but its aim was *profit*, its activities were all organized about the *product*, and the human factor was only one means to the sole end. In contrast to this the school was artificial, isolated from the industrial struggle of the community concerned solely with the human factor and indifferent to any material product. Was a synthesis of these factors possible? That was the first question. The answer obviously turned upon whether the school could be organized to produce a standard commercial product, meeting a real need of the community, and produced under something like shop conditions. The determined attempt to try this out was due to the conviction that if the school was nothing but a school, it would not get the boy; that nothing would appeal to the boy so powerfully as industry that was real and not mere industrial gymnastics with waste of materials; that to rouse his pride and self-respect, there must be set for him something like the task of a man and the standards of a man. The first requirement was a real demand for a commercial product which the school could supply. This was found in the school system itself. The demand

for teachers' desks, manual training benches, book cases, etc., was more than the school could supply, and notwithstanding the subsequent expansions, the demand is still greater than the cabinet-making division of the industrial school can supply. The same method was followed in the trades that were gradually added, and at present the actual needs of the school buildings demand all the labor available in the school, including cabinet-making, electricity, plumbing, printing and carpentry.

A school for girls was organized about a year later than that for boys, and on the same plan. The same problem of community service was solved in a different way. In the departments of millinery and dressmaking, the solution was found in offering to execute orders from the community direct, and these departments have always had more orders than they could fill. In domestic science the solution was found in a public lunch-room service conducted by the pupils and accommodating not only the personnel of the school, but persons connected with neighboring establishments. In these ways channels were found thru which the labor available in the schools might reach the community in genuine service, instead of being wasted in more or less artificial processes. The result was precisely the atmosphere of reality and genuineness and the attitude of pride and self-respect and vital interest which was hoped for. This is illustrated by the results of experiments with more or less artificial incentives.

At the first transition from school to serious labor, some boys were inclined to complain that they were getting no direct benefit from their labor. This led to experiments with rewards of various kinds, including sets of tools and the privilege of making things for themselves. The effect was not good. In fact, the stimulation of the selfish point of view was weakening to the community spirit, the team-work spirit which had already appeared. All artificial incentives were abandoned and sole reliance placed upon the creation of an atmosphere of workmanlike pride in the pro-

duct and in its service to the community. The ideal of a real shop, a standard product, and consumers thoroly appreciative of the service rendered has proved to be the most permanent and thoroly effective incentive without an element of selfish appeal. It is difficult to overestimate the social and civic value of this attitude toward the work and toward the community.

The foundation for a real shop having been laid in a permanent demand for a commercial product and the development of the spirit of the true artisan, the next serious administrative problem was an equally genuine organization of shop process. For instance, the genuine shop makes use of every available source of economy and efficiency in production. On this principle power machines were introduced. They were guarded by the best known means and the boys were taught to use them, changing from one machine to another as fast as efficiency in the use was attained. It is worthy of note that in the four years of the school's existence no accident has occurred from the operation of a machine. Again, the genuine shop is not *individualistic* but *co-operative*. It secures efficiency thru division of labor and large scale production. Accordingly the school-shop was organized to "put thru" the product in wholesale lots. At least two dozen desks or book-cases or other products were cut out and sent thru at the same time. The arrangement of machines and distribution of space was such as to secure a continuous progress and the greatest economy of time, space and effort from raw material to completed product. Each boy was required to master in regular order each process necessary to the completed product, and so understand the construction as a whole. Again, an up-to-date shop has some method of determining cost, and accordingly a system of shop cards was introduced which made it possible to fix with precision the labor-time for each process, and so lay the foundation for a cost system.

Other experiments were made with a view to securing the closest practicable

approximation to shop practise and methods were adopted or rejected according to the result. For example, student foremen were appointed for subordinate groups and this promised well and showed marked advantages, but was finally rejected wholly from the educational standpoint. The student foreman and his subordinates missed important educative elements in the work, the penetration to the principles involved, and the new insight which could only be secured by the illuminating suggestions and comments of the competent instructor. A time clock was installed with registrations of arrival and departure, and this has proved of permanent advantage. The shop day of eight hours for boys and seven hours for girls has proved most satisfactory, after considerable experiment.

This will suffice to indicate the organization deemed necessary to secure the genuine atmosphere of the shop, and introduce the boys and girls to a real industrial establishment conducted under conditions approximating those of the adult wage earner of the community. How, now, could such a shop become also a school? The formal, artificial atmosphere of a school and the real atmosphere of a shop would no more mingle than oil and water and so the fundamental problem was to break down the formality and artificiality of the school. The solution depended upon finding upon what the formality and artificiality of the school depends, and removing it. Reflection shows that this depends upon the assumed possibility of separating the formal or abstract or universal element in knowledge from the practical or concrete or particular element, and grounding the student in the one apart from the other, on the assumption that he may bring to practise, when the time comes for it, a complete knowledge of abstract principles. The artificiality of the school then consists in its dealing with abstractions, isolated from fact and from practical achievement. Obviously this artificiality is removed when fact and law are seen together in their natural and indissoluble unity—when the *needs, the*

exigencies of actual achievement *compel* a deeper study of the facts and a discovery of the law, in order to solve the problem of shaping the materials in hand to the imperious demand of the human need. For the same reason a shop isolated from a school cannot give an industrial education, because manual skill in the imitation of industrial processes is not industrial education. The skilled imitator has, it is true, a certain training, acquired under the law of habit, but he cannot be called *educated* until his skill is intelligent, is guided by principles intellectually grasped and so able to meet new situations and solve new problems. The school and the shop come back out of their artificial isolation when the needs of intelligent practise compel the more thoro study of facts and demand the guidance of laws and principles. Under the influence of this conception much progress has been made in the union of shop and school. At first school time and shop time were sharply divided, four hours being given to each. The school teachers were distinct from the shop teachers, and the school was conducted in the ordinary way except that the selection of subject matter was made with reference to shop use. Now school teacher and shop teacher are the same for each particular trade and the group that is studying it, e. g. cabinet making, electrical work, plumbing, printing, carpentry. The head of each of these departments teaches the necessary knowledge of materials, scientific principles, the mechanical drawing, the shop theory and also the mathematics involved in the computation of cost and the making of estimates, all of which teaching is as it were, done *in situ*, it is vitalized by its necessary relation to successful practise in the daily work of the shop. On the other hand, the subjects which recognize that the boy is to be bigger than his immediate task, that he is to be in sympathetic touch with all industry, and is to be citizen as well as workman—in short, the subjects which pertain to all trades alike, e. g., English, the elements of physics, industrial history and geography, these are still taught by separate

teachers in combined classes. But the central problem of such an institution viewed as a *school* is not in the method of instruction, important as that is. The truth is, that just as when viewed as a shop its problems center in the *material* product and the necessary organization for its efficient production and disposal, so when viewed as a school its central problem is in the selection and disposal of the *human* product, the boys and girls who are being prepared for industrial life.

First, regarding selection, the original school was intended for boys from 14 to 16, as being the normal period of transition from elementary school to skilled industry. The intention was to meet the needs of two classes of boys:

First, those who thru economic pressure could no longer continue academic studies, and who, tho adapted to skilled industry, were shut out by immaturity and by lack of preparation, and so forced into trivial employments. The chief guide here was the Report of the Massachusetts Commission.

Second, the big boys, dull and backward in book studies, who showed zest for manual training and were presumably capable of skilled industry. These were selected to relieve the elementary schools of one of its most serious problems. Both classes were admitted on equal terms, but the backward boys were found to preponderate and to give tone to the school. Experience soon showed their inferiority, even in shop work, to the boy who had successfully completed the work of the elementary school, and to complicate the situation this led to an embarrassing social alignment among the pupils. Subsequently the Binet mental tests were applied thruout the whole school system and many of the big, backward boys were found to be sub-normal or borderline cases in mental capacity. The problem was solved by the formation of a separate school where the instruction could be adjusted to their capacity, and this arrangement has been found to furnish the needed relief to the elementary school.

(To be continued.)

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TOWARD A PROFESSION

THE PURPOSE of this paper is to advance the status of the teacher to the rank and dignity of the other professions. In bringing about this change in status three factors are chiefly concerned.

The first is the training and equipment of the teachers. A teacher whose education was completed at the normal school or at college is not suitable material for a professional calling. There must be constant work in enlarging the information, improving the technique, in broadening the outlook upon life, in deepening the sympathies with man's problems.

In the second place there is needed an extension of opportunities for active participation in the direction of educational affairs. One who faithfully and effectively follows orders without knowing or caring about the occasion for those orders may accomplish a great deal of

useful work in the world, but will never become a professional teacher. For the fundamental characteristic of professional work is that it is responsible and self-directing. We may not entrust to the untrained and the incompetent the direction of important matters; but we must get teachers who are trained and competent, or our educational system will become a delusion and a mockery. And one way—we think the only way—to develop ability for self-direction and responsibility is thru practise in responsible participation in the work of direction.

Finally, teachers must organize for their mutual improvement thru intellectual intercourse, for clarifying their ideas about their place in the community and in the world thru free discussion, for formulating their demands as a result of discussions, for presenting their point of view to the public and to the officials thru representative spokesmen. None of these aims can be achieved in solitude or in atomistic oscillations about your own pet grievance or your own pet panacea.

This paper seeks to advance the status of the teacher to the dignity and the influence of a profession, by advocating high standards of admission to the calling; by urging an extension of the opportunities for the participation of teachers in the direction of educational affairs; and by supporting the organization of teachers for all legitimate professional purposes.

In our initial number we said:

... When the teachers of this country become conscious of the glaring discrepancy between the actual status of their profession and the ideal conditions essential to democratic living and social progress, we may expect educators to lead the way. To bring together those who feel the need for this educational rebirth, and to arouse those engaged in education who are still asleep are among the purposes of this paper.

The task is not completed, and we intend to work on. Are you with us?

NOT ALL FOR PRIVILEGE

NEITHER ONE-MAN nor one-woman power appears to be strong enough to handle the cases of those time-serving, or unsocial, or often ignoble members of our profession, who make the children hate teachers, and absorb the substance of the city because they need the living.

There are many such persons in the educational system of New York City. We all know them, and wonder why the City Superintendent of Schools does not get rid of them. Once in a while we hear rumors that a particularly disreputable teaching person has been brot up on charges. We have grown accustomed to expect nothing to happen; in fact we have become a little cynical about the chances of getting rid of the breed. No one believes that the City Superintendent wants to retain in the system anyone of the three types mentioned. The indications are that he has tried to get rid of them, but the conditions seem to show that he is not strong enough to do it.

Word of a reliable nature comes to us that the able and respected Superintendent of Schools of Chicago would like to rid her system of some of its useless members; but she too is unable to do it, presumably because she is not officially strong enough.

The outlook for the increase of power for the autocratic government of schools is not bright. Development in that direction had reached the limit. One of the things that are coming with democratic control of education is the power to take decisive action in all matters that affect the general welfare. Useless or obnoxious teachers will have to go just as soon as the people and the teachers care enough about the matter. Thus, the growth of democracy with all its natural stimulus for doing the right things by the people involves also the development of professional standards among teachers.

The line of development that seems to us of very great importance in this connection is the inauguration by the teachers of a campaign for insisting on something besides privileges that are to come their way. That something else is

effective, devoted and clean manhood and womanhood among the members of the teaching profession. When we get that as a standard, set up by ourselves for our own protection and self-respect, we shall be able to handle the useless and degraded ones alone.

FOR CLINKER THINKERS

A GREAT MANY sins have been committed in the name of religion, and in the name of many another set of ideas that have held the minds of men. Partly for that reason we find people who are bitterly antagonistic toward everything implied in some of the movements that are being carried forward to-day by earnest men and women.

Occasionally we hear persons advanced in some ways declaring that they "have no use for vocational guidance, or for industrial education"! It is just as sensible to say that one has no use for industrial education as it would be to say that you have no use for evolution. To make the remark for one is tantamount to making it for the other, for industrial education is a positive stage in the evolution of general education.

What would be far more to the point would be to examine the working out of the idea of industrial education for the purpose of determining the extent of its harmony, or lack of harmony, with other ideals that we hold or are beginning to hold. This Prof. Dewey has done in the present number of *THE AMERICAN TEACHER* in a discussion of the proposed law for the establishment of separate industrial schools in the State of Illinois. We commend the thoughtful reading of the article to those who have "no use for industrial education." Don't let the clinkers of burnt-out ideas choke the fire of a new one.

The fact is we must have some use at least for the serious consideration of industrial education, because the ultimate success of our American democracy depends on whether we permit the workers to be exploited thru the agency of educational fitting mills, or whether we insist that they as well as we shall be trained for citizenship.

MASTER AND SERVANT

In theory our organized society has long ago merged out of feudalism. In practise, however, we retain vestiges not only of feudalism, but of more ancient schemes of human relationships as well. In theory the letter carrier and the postmaster-general are agents of the same principal in carrying out a common purpose. In practise, however, the letter carrier must be "respectful" to his "superior" and he must obey orders from above. Wherever the military type of organization obtains this relationship between the members in the hierarchy is necessary. It is a waste of time to discuss that. The only question that may reasonably be raised is, To what extent and in what domains is the military type of organization still necessary?

In the household the mistress and the servant must know their respective places; a part at least of the vexation of the servant problem arises from the fact that neither knows her place—that indeed there is no place for either, while we still pretend to keep up the forms that correspond to an earlier stage in economic development. But so far as the maid and the mistress have their places and know their places, the relationship of master and servant is clear enough, and the work of the establishment goes on smoothly enough. In the construction gang and in most shops, in practically all enterprises conducted for private profit, in which the individual worker is as uninterested a factor as his shovel or machine, the military type of organization produces the results desired most effectively.

The moment, however, that we recognize that there is a purpose in a process that concerns the workers as much as the managers, the military type of organization fails. Even in commercial and industrial plants there is a growing conviction that the human factor has been too long neglected, not only from a sentimental point of view, but also from a strictly business point of view. In the organization of public activities other than military we have borrowed our models from the

business men who have been largely in charge of affairs, with the result that "efficiency" has been measured almost exclusively in terms of product, that the human factors in the process have been largely ignored and that the master-and-servant theory of relationship has prevailed in all departments. The applicant for a school position even to-day is obliged in most towns to appear before a commissioner in the rôle of a job-seeker. And this involves in most cases exactly the same attitude as that demanded of the person responding to a "Help Wanted" advertisement. It involves in most cases also the use of indirection and "infloence" and obsequiousness. We are so accustomed to the master-and-servant theory of life that we accept servility and sycophancy and hypocrisy and brow-beating as natural and proper, even in the public service, where each is supposed to serve the public and not the district leader, or the section boss, or the man higher up.

Teachers especially should actively repudiate this pernicious doctrine that there is virtue in the humility of the servant. We must be courteous to the children, and demand courtesy of the principals and superintendents. We must teach the pupils self-respect—and we must teach ourselves self-respect. We must refuse to bend the knee, and to look to the men and women higher up as the bootblack looks to the patron thru the corner of his eye. We are not in school to serve the principals and superintendents, altho we are under their direction; we are in school to serve the public and the children of the public, in co-operation with the principals and the superintendents.

Can you retain your self-respect while you are under obligations to the district-leader for getting you your job, or your promotion? Or is the case improved if it is to the chairman of the county committee? Or to a member of the Board of Aldermen, or of the State Legislature, or of the School Committee?

It would be well to begin by freeing ourselves from this ignoble debt to private exploiters of public offices.

CREDIMUS I

"We believe that the hope of educational regeneration for the schools lies in the possibility of arousing the teachers themselves to realize that their professional and social standing is far too low to enable them to produce effective results in teaching."—From "Credimus," in December number.

TWICE WITHIN a month recently it was the special humiliation of a member of the staff of this paper to have to listen to public speakers who remarked that they were speaking for the teachers, who hadn't "the courage to speak for themselves." One of the meetings had been purposely arranged to discuss educational conditions in the City of New York, and yet there had not been any that given to obtaining the opinions of the teachers.

The latter meeting was held at a public forum in which various public questions had been discussed. Lawyers had come and talked about the reformation of the practises of the courts. Physicians had discussed matters of public health. Laboring men had their opportunity to call public attention to the wrongs of their class. But nobody seemed to miss the teachers on the night in question. No circumstance could give clearer indication of the fact that the social standing of teachers is so low that the general public expects little from them.

Ordinarily we do not realize the situation, because it does seem at times that the teacher is the most respected member of the community, but that is only in small communities, where "book-learning" still comes in for some homage. Whenever the community grows to sufficient size to have problems of some complexity, the life of its citizens appears to be carried on with an increasing disregard of the very existence of the town "professor" and his lady assistants. They are needed to look after the welfare of the children, but they are not that of in connection with the efforts to have better village or city government.

Thru long neglect of public affairs, and also thru the increasing pressure of the

business of attending to the educational needs of children, we now constitute a cloistered class fast losing the hold our "learning" may have given us. The standard of social worth now being set by intelligent communities involve no longer the knowledge of the forms of some dead language, or the ability to recite some gem of literature. Instead, the ability to see the problems of civic life, to grapple with them, and to serve the city by helping to solve them—these abilities are being manifested by lawyers, doctors, preachers, workingmen and clubwomen, but rarely, very rarely, by teachers. Small wonder the people are thinking less about teachers, and that they fail to notice their absence where educational questions of public interest are being discussed.

The lawyer's word on the political situation, the doctor's word on the chemistry of digestion, or the preacher's word on the Reformation are worth more to the average citizen than are the opinions of the teachers whose specialties cover those points, altho the teachers might easily be better informed about them. Altho the best teaching is not the teaching from authority, the effectiveness of any method of teaching is seriously interfered with by the existence of a general doubt as to the civic importance of the teacher himself. The first step in the promotion of the civic importance of the teacher is the recognition of his exact position now.

A great deal has been written during the past few weeks on the text furnished by the four young men who were convicted of murder in the Rosenthal case in New York. Most of it has been nonsense of the sentimental moral-training kind, or equally pernicious nonsense of the strenuous discipline kind. If it is not possible to teach our children to govern themselves before they reach the dangerous age, there is no hope for democracy; for democracy cannot endure when the mass of the people can be trusted only while they are watched, and when the watchers themselves cannot be trusted.

COMMENTS ON THE AMERICAN TEACHER

"Every knock is a boost, and many a puff is a millstone."

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You haven't the right men behind it. The idea is good, but if the president of some college edited it I would give you my subscription.

There's too much psychology in your paper. I can't go that stuff.

"Well, we took up the matter of supporting your paper at the last meeting of our department. We decided that since the paper doesn't bear especially on the work in our subject, we wouldn't have anything to do with it."

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There is too much knocking in your paper.

I'm interested in your paper, but I don't look forward expectantly to each issue as it comes out.

Your paper is worth ten times the subscription price if it were only to let officials and the public know that teachers are doing some thinking on their own account.

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The trouble with you fellows is that you don't call a spade a spade. If you attacked somebody deserving to be attacked you'd get a thousand subscriptions tomorrow. Your idea is good, but it's up in the air. The people whom you want to reach or to influence pay no attention to you until you smash them in the jaw. Then they fight back and the public, when it gets the facts, bounces these officials. That's the way you get reforms, and you get them in no other way.

You don't hit hard enough.

Why don't you send the paper on time? I am waiting for it.

*The offices of the Department of Education of the City of New York are located on Fifty-ninth Street.

BOOK NOTES

**All books can be ordered from
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So much is being done in experimental education these days that it is out of the question for the class-room teacher to keep informed on all phases of the work. The two massive volumes of Meumann's introduction to the subject, published five years ago, are a valuable repository of the historical material, but are unfortunately unavailable to the teacher confined to the English language, and are too exhaustive for most of us. The present book attempts to give the essentials of Meumann's book, together with such new results as are likely to be of value to the teacher.

Experimental education does not attempt to solve all educational problems. It has nothing to do with the aims of education, which must be determined solely on social and ethical grounds. But experimental education must determine whether the aims chosen are compatible with the nature of the organism which we are trying to educate, and *how* these aims may best be realized in practise.

The bulk of the book is devoted to summaries of experiments upon the various mental processes and functions, as attention, sense-perception, apperception, memory, association, imagination. The chapters on individual differences and on the doctrine of endowment are of special interest. The chapters on mental work and mental hygiene, as well as those on the psychology and pedagogy of reading, writing and arithmetic contain much suggestive material that lends itself to practical application.

The status of the school examination is threatened; teachers have long known that they can rate their pupils from observation just as well as by means of formal examinations. But here comes an experimenter who tells us:

By means of some half-dozen brief experiments we are able independently to

arrange a group of strange boys in an order of intelligence which shall be decidedly more accurate than the order given by scholastic examinations, and probably more accurate than the order given by the master, based on his personal intercourse with them during two or three years, and formulated by him with unusual labor, conscientiousness and care.

Other experiments show that the conditions of the examinations invalidate the results in various ways. Altogether we have a great deal to learn from the experimental work, not only in the way of pedagogy, but also in the way of organization and administration.

Each chapter of this book has a number of references to accessible readings in English, and there is a good index.

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The practical problem of the school is to utilize the native instincts of the thirteen-year-old boy for the purpose of establishing those habits which it is desirable for a fourteen-year-old boy to have. Of course you must first catch those instincts; here the books of Professor Swift will be helpful. Those who marvel at the results achieved in parental schools, reform farms, and other groups, with boys that were practically incorrigible in the regulation school groups, should rather marvel that with all that has been learned of the nature of the young animal we still continue to

generate the regulation school groups. How can you furnish adventure without encouraging reversion to primitive modes of conduct? The boy scouts and other organizations of adolescents show that normal instincts which ordinarily find vent in destructive, anti-social conduct may be directed into enthusiasm and devotion and honor and responsibility for eminently constructive and social activity.

The problem of discipline in school will never be solved by academic debates between the advocates of sentimental suasion and those of strenuous suppression. We have pupils who defy authority and disrupt the decorum of the class. We have pupils who are cowardly and can be intimidated into an outward semblance of decency by the consciousness of the rod held in reserve. But it has been found possible so to organize a school that the pupils and teachers may both put their best energies into the work for which the school is presumably established, and that discipline is simply another of the many educational activities of the plant. Pupil self-government has indeed failed in many places; but the criterion of the soundness of the principles that underlie it is to be found in the fact that it *works* under suitable conditions. "Martinets are no more fitted for the school-room than sentimentalists. A threatening hand will make a boy cringe while it is raised, but he slyly awaits his chance when the back is turned. Martinets make cowards and sneaks, but not men. They do not train for self-control. Neither do they produce an attitude of mind which gives educational efficiency." We must get back to the nature of the youth if we would direct him according to our ideal plan, and not let him go to seed according to his impulses and the temptations of every fleeting moment.

There are eight chapters in this book, every one worth thoughtful reading for its information, for its suggestiveness and for its forceful style, especially the chapter on "Vagaries of the School." The book is provided with an index, which the previous volume unfortunately lacked.

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The People's Institute Music League is organized to give concerts in the public schools in connection with local organizations. Its purpose is to widen the use of the school plant, to stimulate local interest in the school and to encourage the formation of musical organizations.

A similar organization, the Educational Dramatic League of the People's Institute, has been formed to promote dramatics in the public schools and settlements. Mrs. Emma Sheridan Fry, who organized and promoted the Educational Players so successfully some years ago, is directing the Dramatic League. It will organize dramatic clubs, train them in dramatics, looking to local performances in the schools and settlements and to a combination festival in the spring.

The Music and Dramatic Leagues invite correspondence from school superintendents, local Boards of Education, Parents' Associations and other organizations desiring to extend this work. They also ask the co-operation of dramatic teachers and musicians in widening the scope of these activities. Address The People's Institute, 50 Madison Ave., New York.

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